***GRASPS Frame***

|  |  |
| --- | --- |
|  |  |
| ***G***  Real-World **Goal** | Have students understand the importance of overcoming adversity. Many things that were done in the past paved the way for everyone else to make the most of opportunities that are given to them, using strengths and talents to make a difference. |
| ***R***  A meaningful **role** for the student | To help students understand hardships that a lot of people had to endure, but they didn’t let those difficulties keep them from doing what they loved and standing up for what they believed in. |
| ***A***  Authentic real-world (or simulated) **audience** | School community, all students, parents, faculty and anyone else who are willing to listen and or observe. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will be able to explore aspects of the past and see how it effects the present. They may even build a greater appreciation of contributions of the Harlem Renaissance era. It may even spark an interest that they may not have known they had. |
| ***P***  Student-generated culminating **products** and **performances** | Students will be analyzing different works of the Harlem Renaissance such as; art/artists, music/musicians, and poetry/poets. Students are to become “experts” on their specific topic by researching information via internet, books, taking notes and or asking questions etc. After each group build up a significant amount of information, they are to present their findings and their feelings to the teacher and the rest of the peers. Students will also have to write a reflection after each lesson in their individual journals. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be given a rubric which will clearly state expectations of all assignments given. |